

Prefixes/Root Words Strategies and Tools



Abstract

Teachers of reading need thorough understanding of the skills and strategies of a proficient reader and the demographics of struggling readers. This paper explores two kinds of settings; two were general education classrooms, and an English Language Learners (ELL) pullout program. Using the DesCartes Continuum of Learning, we identified 4th - 6th grade struggling reader learning outcomes of understanding new words.

We researched the relationship of reading comprehension to direct instruction of prefixes and understanding of morphology. By using a formative assessments problem solving approach to ensure continual improvement, it is our hope these students will exhibit progress towards mastery of the requisite word analysis skills and abilities in their winter Measure of Academic Progress Test (MAP) reading scores.

Author Overview

Susan works as a 4th/5th multi-age general education teacher at Olive Mary Stitt School in Arlington Heights School District 25. Currently, there are 22 students in her classroom; all are monolingual speakers of the English language. Four students have IEPs, three students receive Speech and Language services biweekly, two are receiving social services biweekly, one student receives literacy instruction four times a week, and three attend an accelerated reading group once a week.

Lynn works as an elementary teacher in a multi-age elementary school. There are currently five 5-6th teachers in the school. The readers in this case study consist of a group of nineteen students specifically who are in Lynn's class from 2:00-2:50 p.m. each day. Six other students leave at that time for either gifted or special services. Out of these 19 students, seven scored in the low-average or low area in the area of word analysis on the MAP test in the fall. Lynn included all 19 students in her study, even though several are not struggling readers. Out of the 19 students, two are in considered transitional bilingual ELL students. Out of the 19, six students speak another language in addition to English in their homes.

Cheryl works as an ELL Resource Teacher in Community Consolidated School District 62 located in Des Plaines, Illinois. The ELL Resource Teacher position includes part-time teaching in the mornings at Iroquois Community School and part-time teaching in the afternoons at Cumberland Elementary School. The struggling readers in this case study consist of six 5th grade students at Iroquois Community School, as well as five 4th grade students and four 5th grade students at Cumberland Elementary School.

Doris is a learning coach and independent consultant. She designs tailored learning experiences with and for educators, learners, and designers. She works with learners and educators at all levels, from elementary school to graduate students both in the national and international arenas. Within this project, Doris participated as an active member of the research team and as a learner to gather, understand, and analyze the findings. The team collectively designed the project application of formative assessment process as a problem solving approach. Doris managed the data as the educators worked through the study process within their classrooms. She had the opportunity to participate in two classroom sessions at Lynn's school.

Improving Struggling Reader Learning Outcomes Using Formative Assessment as a Problem Solving Approach

Teachers of reading need thorough understanding of both the skills and abilities of a proficient reader, and the demographics that make up the struggling readers in our classrooms. Most importantly, teachers need to be knowledgeable of the linguistic diversity which has increased with the rapid shift in student population across the United States in recent years (Freeman & Freeman, 2000). Within our project, we explored two different kinds of classroom settings. Two of the classrooms were general education and one was an ELL pullout program. The fourth author of this paper acted as a learning coach and facilitator of the formative assessment process.

All three teachers identified in this research, administered MAP testing with their intermediate grade students. Using the DesCartes Continuum of Learning for reading, prefixes and root words are listed under the "skills and concepts to develop" and the "skills and concepts to introduce" for word analysis and vocabulary skills. Using the DesCartes Continuum of Learning, we compared and contrasted the morphological skills assessed in score ranges across fourth, fifth, and sixth grade students in each of our classrooms. For this reason, we have looked at research that focuses on the relationship of reading comprehension to direct instruction of prefixes.

The primary focus of this paper is to assess how individual struggling 4th - 6th grade readers learning outcomes of understanding new words will differ after iterative (recursive) instructional interventions in prefixes and word analysis are delivered using a formative assessment problem solving approach¹ to facilitate mastery of requisite word analysis skills and abilities.

The Struggling Reader

In order to understand how to characterize a struggling reader, we must understand the definition of reading. Freeman and Freeman (2000) describe reading as a process in which students actively construct meaning from text. In order for students to make meaning of text, they must be able to combine background knowledge with text cues including graphophonic cues, syntactic cues, and semantic cues. "Proficient readers use their knowledge of the sound system, their prior knowledge about the subject and/or genre, and their knowledge of how the language works to provide the cues which assist them in composing meaning from the text" (Fields, n.d.).

The National Assessment of Educational Progress (NAEP, 2007), which is used as a representative measure for The Nation's Report Card, views reading as an "interactive and dynamic process involving the reader, the text and the context of the reading experience" (p. 4). Consequently, the NAEP developed an assessment of reading performance, which measures reading abilities in a variety of contexts, and includes the aspects of reading through the understanding of comprehension strategies. Even though fourth-graders and eighth-graders scored higher in 2007 than they had in previous years, "improvements for minority students did not always result in the narrowing of achievement gaps with White students" (The Nation's Report Card, 2007).

¹ Formative Assessment as a Problem Solving Approach: See Appendix A, p. 38.

We found adequate support in this research, for teaching morphology to both general education students and ELL students. The next step of our research process was to figure out specific methods and strategies that would best meet the needs of our students. We wanted to keep our overall goals and objectives clear using the framework of the Illinois State Standards and the DesCartes Continuum of Learning. Most importantly, we wanted to determine how we would use formative assessment to select an instructional approach that would address students' missing requisite elements in classrooms made up of varying populations and abilities.

Within this study, we have measured requisite word analysis skills and abilities of struggling 4th - 6th grade reader learning outcomes using formative assessments as a problem solving approach of understanding new words when instructional interventions of prefixes have been delivered. Because students showed continual improvement across three trials, they will be able to sustain such progress towards mastery and therefore be reflected in the student's winter Measure of Academic Progress Test (MAP) reading scores.

Methods and Strategies for Teaching Morphology

First, we realized that if students are able to identify prefixes, suffixes, and root words, they would build a larger vocabulary and improve reading comprehension. Keiffer and Lesaux (2007) suggest that morphology instruction be included in language and literacy programs. Kieffer and Lesaux recommend four principles for teaching morphology to improve students' vocabulary and reading comprehension (pp. 139-142).

Principle 1: Teach morphology in the context of rich, explicit vocabulary instruction

Principle 2: Teach students to use morphology as a cognitive strategy with explicit steps. When students encounter an unfamiliar word, they need to complete the following steps:

Step 1: Recognize that they do not know the word.

Step 2: Analyze the word. Look for recognizable morphemes, in the roots and suffixes.

Step 3: Think of a possible meaning based on the parts of the word.

Step 4: Check the meaning against context clues.

Principle 3: Teach the underlying morphological knowledge needed in two ways – both explicitly and in context. Students need to understand the use of prefixes, suffixes, and roots, and how words get transformed.

Principle 4: For students with developed knowledge of Spanish, teach morphology in relation to cognate instruction (words with similar meaning and spelling in both languages).

Results

The following five graphic representations summarize the data we collected in this research study, in an at glance by-class view. For by-student specific data, please refer to Appendix B, Formative Assessment Results.

The first four charts and graphs reflect positive learning outcomes for all three formative assessment trials compared to the baseline assessments for each classroom. With each week's set of prefixes, participants showed marked improvement of word analysis requisite skills and abilities because of direct instruction. However, there were a few prefixes incorporated into the baseline assessment, which were not included in direct instruction. These prefixes did not result in improved learning outcomes, which suggests instructional strategies and interventions play a vital role in improving learning outcomes.

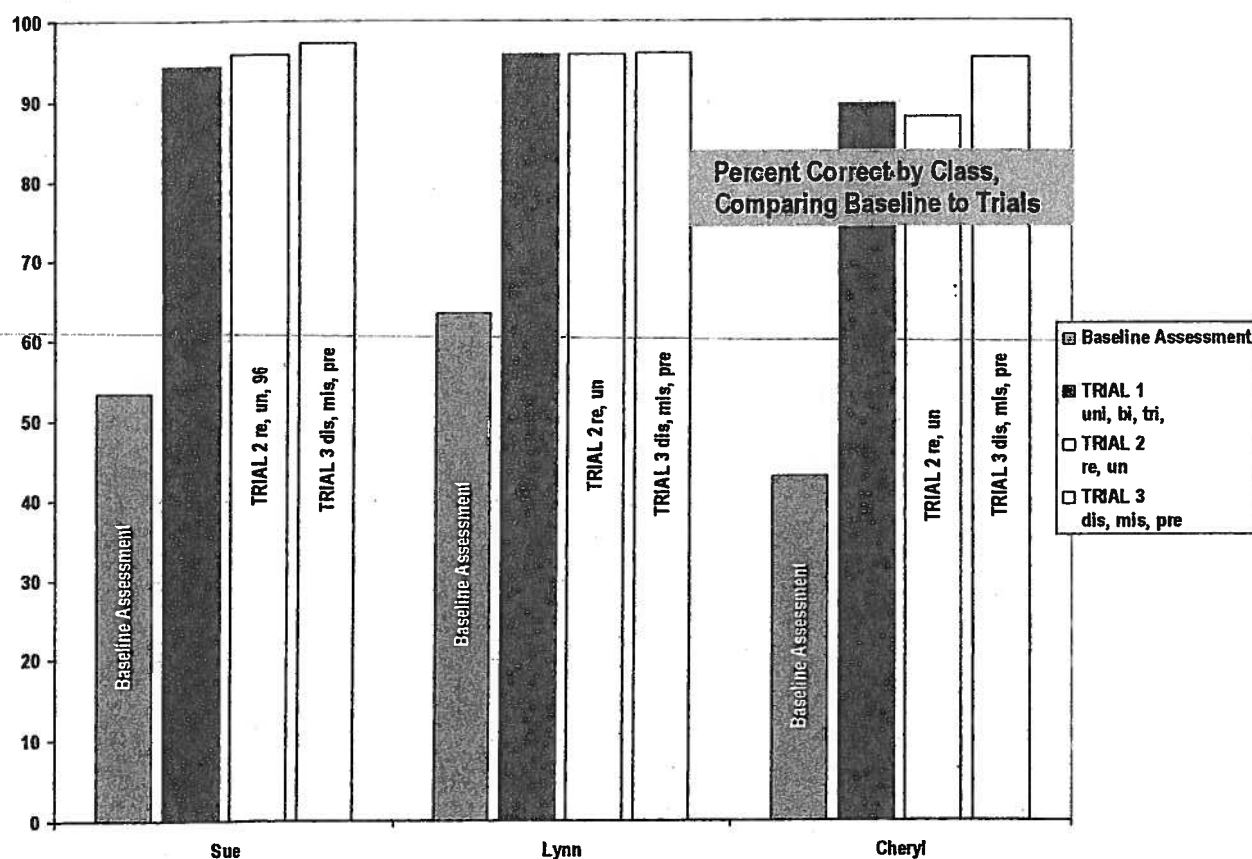


Figure 1. The baseline data of the three classes ranged from 43-63% on word analysis requisite skills and abilities. All three classes scored high on all formative assessment trials, between 88-97%.

Assessments

WORD ANALYSIS Baseline Assessment

Name: _____ Date: _____

Part One: VOCABULARY

Please circle the choice you feel is most appropriate.

How would you define the word "**syllable**"?

- a) A part of a word that defines another word.
- b) A collection of clusters of letters that help us pronounce words.
- c) A silly word.
- d) I am not sure.

How would you define the word "**prefix**"?

- a) Something that is used at the beginning of a word to alter it's meaning.
- b) Something that is used at the end of a word to alter it's meaning.
- c) I am not sure.
- d) Something to use to fix a word.

How would you define the phrase "**root word**"?

- a) Where words grow from.
- b) I am not sure.
- c) Part of a word that always comes at the beginning of a word.
- d) The core of a word that comes after a prefix and helps to define the word.

Part Two: SYLLABLES

Please read each of the words below. Then draw a vertical line to separate the syllables within each of the words.

Example

bicycle	b	i	c	y	c	l	e
---------	---	---	---	---	---	---	---

submarine	s	u	b	m	a	r	i	n	e
-----------	---	---	---	---	---	---	---	---	---

predict	p	r	e	d	i	c	t
---------	---	---	---	---	---	---	---

supervise	s	u	p	e	r	v	i	s	e
-----------	---	---	---	---	---	---	---	---	---

unbroken	u	n	b	r	o	k	e	n
----------	---	---	---	---	---	---	---	---

centimeter	c	e	n	t	i	m	e	t	e	r
------------	---	---	---	---	---	---	---	---	---	---

international	i	n	t	e	r	n	a	t	i	o	n	a	l
---------------	---	---	---	---	---	---	---	---	---	---	---	---	---

Part Three: ROOT WORDS

Please read each word below and then write the prefix of each word in the first column and then the root word second column.

	prefix	root word
unbroken		
recover		
misplace		
rediscover		
prepare		
repay		
intranet		
intersect		
disinfect		
supervise		
antibacterial		
centipede		

Part Four: PREFIXES AND MEANINGS

Prefixes have special meanings and can alter the message being communicated of the root word. Do you know the meanings of these prefixes? Use the sample words below each question to predict what these prefixes mean. *Did not read words*

I THINK...

dis- means

discover

distress

disappear

distract

inter- means

interview

international

intersection

interstellar

cent/i- means

centigrade

centimeter

centipede

century

anti- means

anticlimax

antibiotic

antifungal

antibacterial

bi- means

bicycle

bipartisan

bilingual

bilateral

semi- means

semifinal

semicircle

semiannual

semiformal

sub- means

submarine

subway

submerge

submissive

un- means

unhappy

unpredictable

uncommon

unequal

tri- means

triangle

tricycle

trimester

triceps

quad- means

quadrilateral

quadruple

quadriplegic

quadruplets

re- means

reorder

repay

redo

rediscover

pre- means

prepay

preview

predict

prepare

non- means

nonproductive

nonfunctioning

nonobjective

nonliving

mis- means

misplace

misspell

mistake

misinterpret

im- means

implode

improper

improbable

immoral

Name _____

Date _____

1. What is a syllable? _____

2. What is prefix? _____

3. What is a base (root) word? _____

What does each prefix **mean**? Write a **word that has the prefix**. Lastly, write a **sentence** that shows the meaning of the word. *Remember connections to self, text and world that we talked about in class.

uni-means _____ Example: _____

Sentence: _____

bi-means _____ Example: _____

Sentence: _____

tri-means _____ Example: _____

Sentence: _____

quad-means _____ Example: _____

Sentence: _____

semi-means _____ Example: _____

Sentence: _____

centi-means _____ Example: _____

Sentence: _____

Name _____

Date _____

1. What is a syllable? _____
2. What is prefix? _____
3. What is a base (root) word? _____

What does each prefix mean? Write a word that has the prefix. Lastly, write a sentence that shows the meaning of the word. *Remember connections to self, text and world that we talked about in class.

dis-means _____ Example: _____

Sentence: _____

pre means _____ Example: _____

Sentence: _____

sub-means _____ Example: _____

Sentence: _____

anti-means _____ Example: _____

Sentence: _____

re- means _____ Example: _____

Sentence: _____

Name _____

Date _____

1. What is a syllable? _____
2. What is prefix? _____
3. What is a base (root) word? _____

What does each prefix **mean**? Write a word that has the prefix. Lastly, write a sentence that shows the meaning of the word. *Remember connections to self, text and world that we talked about in class.

inter-means _____ Example: _____

Sentence: _____

non-means _____ Example: _____

Sentence: _____

im-means _____ Example: _____

Sentence: _____

mis-means _____ Example: _____

Sentence: _____

un-means _____ Example: _____

Sentence: _____

centi-means _____ Example: _____

Sentence: _____

Name: _____

1. What is a syllable?

2. What is a prefix?

3. What is a base word?

What does each prefix mean? Give the definition and one word that has the prefix.

uni- means _____ Example: _____

bi- means _____ Example: _____

tri- means _____ Example: _____

quad- means _____ Example: _____

semi- means _____ Example: _____

centi- means _____ Example: _____

Name _____

Use your knowledge of prefixes to try to define the following words:

1. discontinue means: _____
2. interstellar means: _____
3. centigrade means: _____
4. antibacterial means: _____
5. biweekly means: _____
6. semiformal means: _____
7. submerge means: _____
8. uncommon means: _____
9. trio means: _____
10. quadruple means: _____
11. rewind means: _____
12. preassemble means: _____
13. nonfunctioning means: _____
14. misinterpret means: _____
15. improper means: _____

Name _____

Use your knowledge of prefixes to try to define the following words:

1. discontinue means: _____

2. biweekly means: _____

3. uncommon means: _____

4. trio means: _____

5. rewind means: _____

6. preassemble means: _____

7. misinterpret means: _____

8. universe means: _____

Prefixes & Meanings

	A	B	C
1	Prefix and suffix families		
3	Family	Prefix or suffix	Meaning
4	"Not" prefix family	dis-	not, opposite
5		un-	not, opposite
6		in-	not, opposite
7		im-	not, opposite
8		il-	not, opposite
9		ir-	not, opposite
10		non-	not, opposite
11			
12	"Position" prefix family	pre-	before
13		fore-	before
14		mid-	middle
15		inter-	between, among
16		post-	after
17			
18	"Over" and "Under" prefix family	super-	over, high, big, extreme
19		over-	more than, too much
20		sub-	under, below
21			
22	"Together" prefix family	com-	together, with
23		con-	together
24		co-	together, with
25			
26	"Bad" prefix family	mis-	bad, wrong, not
27		mal-	bad, ill
28			
29	"Against" prefix family	anti-	against
30		contra-	against, opposite
31			
32	"Number" prefix family	uni-	one
33		mono-	one
34		bi-	two
35		tri-	three
36		quad-	four
37		penta-	five
38		dec-	ten
39		cent-	hundred
40		semi-	half, part
41			
42	Other useful prefixes	re-	again, back
43		trans-	across, through
44		de-	take away
45		ex-	out of, away from
46		under-	low, too little
47			
48	"Person" suffix family	-ee	person who
49		-er	person/thing that does something
50		-or	person/thing that does something
51			
52	Other Useful Suffixes	-ful	full of, characterized by
53		-able	can be, worthy of,
54		-ible	inclined to

READING - Roots and Affixes

Grade 3

Part	Example
-ed	talked, helped
-ing	walking, barking
-s, -es	dogs, lunches
-er	bigger, brighter (means "more", not "one who")
-est	biggest, brightest
-less	careless, helpless
-ar, -er, -or	liar, fighter, inspector (means "one who")
dis-	disobey, disappear
-en	tighten, eaten
-ful	thankful, beautiful
-ly	happily, slowly
re-	redo, rebuild, rewrite
un-	unable, unfinished
-y	sleepy, dirty, faulty

Grade 4

Part	Example
-able, -ible	dependable, edible
-al	natural, rental
-ance	reluctance, tolerance
bi-	bicycle, bivalve, triangle
ex-	exclude, expel
fact	factory, manufacture
geo	geography, geology
-ic	heroic, realistic
il-, ir-	illegal, irregular
in-, im-	immigrate, immature, indigestion
-ish	childish, babyish
non-	nonsense, nonstop
over	overdone
port	transport, portable
pre-	preview, precooked
struct	construct, destruct
tri	tricycle, triangle



READING - Roots and Affixes

Grade 5

Part	Example
-age	package, usage
-ate	generate, dictate
auto	automobile, automatic
co-, con-, com-, coll-	coincidence, congregate, combine, collision
demo	democratic, demographic
dict	predict, dictionary
en-	encourage, enslave, employ
graph	graphic, photograph
human	humanity, inhuman
inter-	interaction, interfere, interstate
-ion, -ian	location, celebration, guardian
-ity	clarity, enmity
-ize	economize, homogenize
-ment	contentment, nourishment
meter	thermometer, barometer
mis-	misguide, misinterpret
multi-	multimillionaire, multitude
-ous	humorous, mysterious
pro-	production, proceed
sphere	spherical, hemisphere
sub	subnormal, submarine
trans-	transportation, transcontinental
-ual	usual, gradual

Grade 6

Part	Example
ambi-	ambidextrous, ambivalent
arch	archenemy, archbishop
bene	beneficial, benefactor
bio	biology, biography
cycle	bicycle, cyclone
de-	deform, depend
di-	divide, divorce
duct	introduction, deduct
ex-	excel, excite
fore-	foreward, forewarned
-ous	famous, various
para-	paranormal, parameter
-ship	friendship, relationship
super-	superman, superintendent
sym-, syn-, sys	symmetry, synonym, system
tempo	temporal, contemporary
ultra-	ultraviolet, ultrasonic
vale, vali	validity, valor

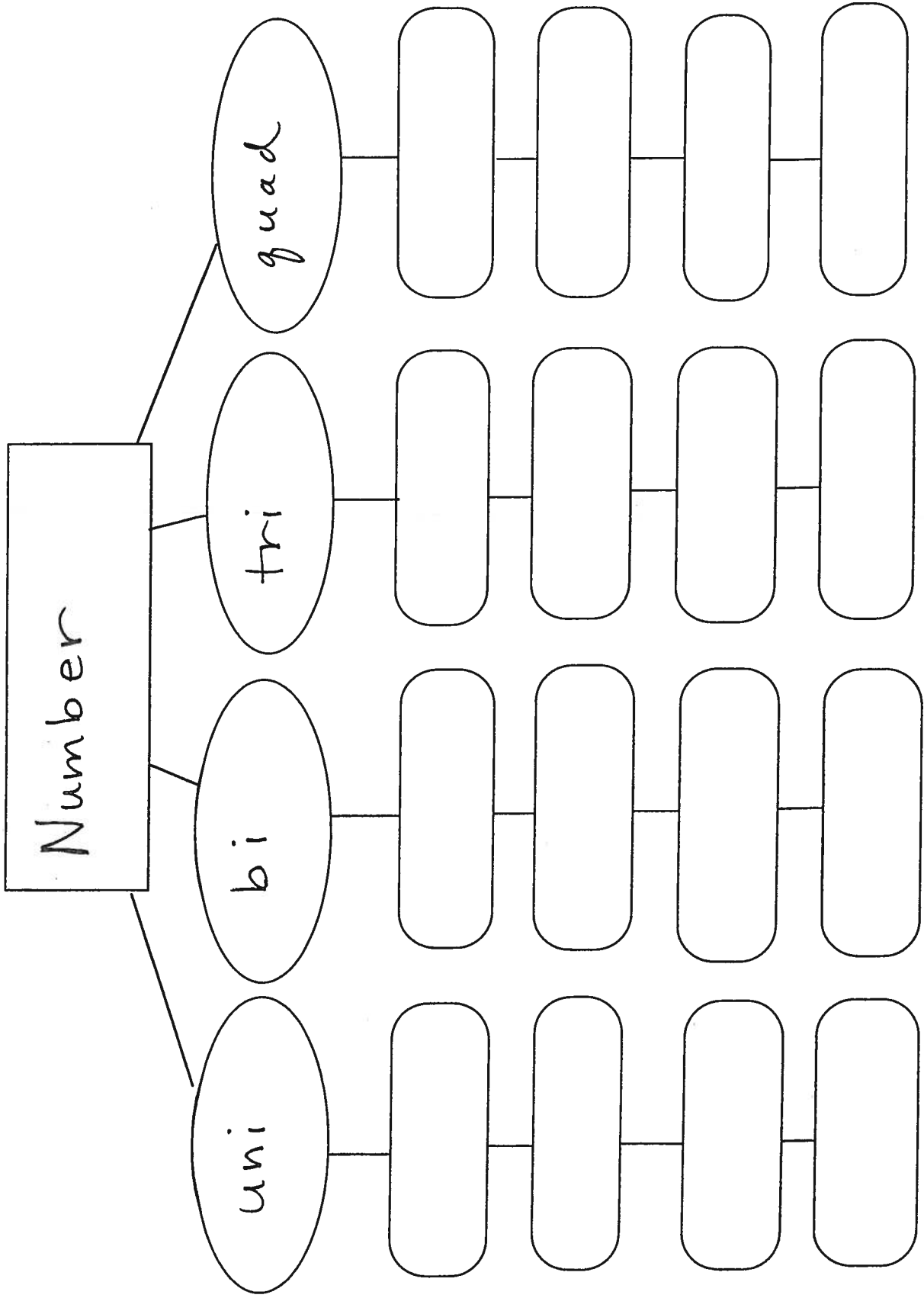


Organizers

Organizer

pre- (before)	fore- (before)	mid- (middle)
inter- between, among	re- (again, back)	non-examples

super- (over, high, big)	sub- (under, below)	over- (more than, too much)
mis- (bad, wrong, not)		
	mal- (bad, ill)	non-examples



Word Sorts

SORT 45 Prefixes (*re-*, *un-*)

<i>re-</i>	<i>un-</i>	<i>oddball</i>
rebuild	unable	recopy
unbeaten	recycle	unwrap
refill	unselfish	refinish
remodel	retrace	uncle
unhappy	unkind	retake
return	review	unpack
unfair	uneven	rewrite
reptile	unequal	unbutton

ORT 46 Prefixes (*dis-*, *mis-*, and *pre-*)

<i>dis-</i>	<i>mis-</i>	<i>pre-</i>
disagree	misspell	preschool
mistreat	dislike	prefix
disable	premature	mismatch
preteen	misplace	discover
preview	dishonest	preheat
disloyal	misbehave	precious
discomfort	pretest	disobey
disappear	misjudge	precaution

SORT 47 Prefixes (*ex-*, *non-*, *in-*, and *fore-*)

<i>ex-</i>	<i>non-</i>	<i>in-</i>	<i>fore-</i>
exit	nonsense	incomplete	
forecast	extend	incorrect	
forearm	nonfiction	extra	
express	forehead	indecent	
foresee	exclude	foreshadow	
exclaim	indent	nonstop	
insight	income	expand	
nonfat	foremost	indoor	

SORT 48 Prefixes (*uni-*, *bi-*, and Other Numbers)

<i>uni-</i>	<i>bi-</i>	<i>tri-</i>	other
unicycle	bicycle	tricycle	
quadrangle	unity	biweekly	
trilogy	pentagon	unicorn	
bisect	unique	triangle	
union	octagon	universe	
octopus	unison	triple	
uniform	triplet	October	
tripod	bilingual	trio	

SORT 49 Suffixes (-y, -ly, and -ily)

-y	-ly	-ily
sunny	slowly	happily
quickly	rainy	clearly
snowy	easily	foggy
dimly	misty	quietly
stormy	loudly	angrily
daily	chilly	cloudy
windy	noisily	breezy
roughly	lazily	smoothly

ORT 50 Suffixes (-er and -est)

<i>-er</i>	<i>-est</i>	<i>-ier</i>	<i>-iest</i>
braver	bravest	happier	
happiest	calmer	easier	
calmest	prettier	closer	
fewest	easiest	craziest	
fewer	closest	cooler	
crazier	hotter	prettiest	
coolest	weakest	hottest	
dirtier	weaker	dirtiest	

SORT 51 Suffixes (-ness, -ful, and -less)

-ness	-ful	-less	Combinations of suffixes
darkness	graceful	homeless	
carelessness	goodness	colorful	
thoughtful	faithful	hopeless	
thankfulness	painful	weakness	
helplessness	illness	restless	
harmless	worthless	kindness	
peacefulness	penniless	fearful	
happiness	plentiful	dreadful	

Words Their Way: Word Sorts for Syllables and Affixes Spellers © 2005 by Prentice-Hall, Inc.

like

Root Word Cards

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care

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count

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friend

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place

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colour

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like

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care

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fend

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Prefixes

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non

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Puzzles/Riddles/Games

Prefix Hunt

"Number" Family

Uni- means _____

Bi- means _____

Tri- means _____

Quad- means _____

Semi- means _____

Cent/i- means _____

"Not" Family

dis- means _____

un- means _____

in- means _____

im- means _____

il- means _____

ir- means _____

non- means _____

"Position" family

pre- means _____

fore- means _____

mid- means _____

inter- means _____

“Over” and “Under” and “ Again” Family

super- means _____

over- means _____

sub- means _____

re- means _____

“Bad” Family

mis- means _____

mal- means _____

Name: _____

Define each prefix:

The Number Family:

uni- _____

cent/i _____

tri- _____

semi- _____

bi- _____

quad- _____

Write two words that begin with each prefix:

The NOT family:

dis- _____

un- _____

in- _____

im- _____

il- _____

ir- _____

non- _____

Use your favorite "not" family word in a sentence:

Match the definition:

_____ syllable

_____ prefix

_____ baseword

A. Part of a word pronounced as a unit.

B. A word from which other words are made.

C. A syllable added to the beginning of a word which changes the word's meaning.

Name: _____

Define each prefix and list one word with that prefix:

“The Position Family”

pre- _____ word: _____

inter- _____ word: _____

fore- _____ word: _____

mid- _____ word: _____

“Over/Under/Again” Family

super- _____ word: _____

over- _____ word: _____

sub- _____ word: _____

re- _____ word: _____

“The Bad Family”

mis- _____ word: _____

mal- _____ word: _____

Match the definition:

_____ syllable

_____ prefix

_____ base word

A. Part of a word pronounced as a unit.

B. A word from which other words are made.

C. A syllable added to the beginning of a word which changes the word's meaning.

Common prefixes match

Name: _____



Why is this animal called an octopus?

Match prefixes on the left to their meanings on the right.

_____ Re- (renew)	1) wrong, bad
_____ Pre- (preview)	2) before
_____ Mis- (misbehave)	3) again, back
_____ De- (deforestation)	4) eight
_____ Tele- (television)	5) one, same, whole
_____ Un- (unhappy)	6) remove or reduce
_____ Bi- (biweekly)	7) twice, (two times)
_____ Uni- (uniform)	8) far, distant
_____ Octo- (octopus)	9) many, (usually more than two)
_____ Sub- (subway)	10) under or low
_____ Multi- (multiple)	11) not

Name _____

Date _____

Prefix

pre means before

dis means not

re means again

sub means under

anti means against

Use prefixes from above to make a word for each definition.

Example-

A two wheel bike- bicycle

1. pay before _____
2. against the war _____
3. not be in agreement _____
4. put under the water _____
5. to read again _____

Use prefixes from above and its root word to complete each sentence.

1. I had to _____ the garden after the storm.
2. She will have to _____ the money she borrowed.
3. Every Monday we have a _____ for our spelling words.
4. The World War 11 _____ went deep under the water so as not to be seen by the enemy.
5. The sick child was given an _____ to fight the infection in his system.

Name _____

Date _____

Prefix- **Quad** means four

quadriiceps quadruplets quadrangle quadrilateral quadraphonic

Write the correct vocabulary word in each sentence.

1. The women cared for _____ that kept her very busy.
2. His _____ were sore after working out in the gym.
3. The apartment buildings were designed in a _____ arrangement.
4. We learned that a _____ was a geometric figure with four sides and four angles.
5. Her dad set up a _____ system in the four corners of the room.

What do you think these two words mean? Make a prediction first.

Quadrennial means _____.

Quadrant means _____.

Look up the words in the dictionary to see if you were correct. Were you correct? If not write the correct definition on the lines below.

quadrennial _____

quadrant _____

Try putting them into a sentence.

1. _____

2. _____

Name _____

Date _____

Uni means **one**

Make a prediction of what these words might mean. Then write the actual meaning.

WORD	PREDICTION	MEANING
unicycle		
unity		
unison		
unionize		
unique		

unique

unity

unison

union

unicycle

Fill in the correct word.

1. The child found something very _____ while he was hunting for arrowheads at the cave.
2. The clown at the circus was very skilled at riding the _____ around the ring.
3. The 4th and 5th graders last year sang in _____ during the concert.
4. The _____ of the groups on the playground made recess run smoothly.
5. After the Civil War, the North and the South had to form a _____ in order to keep our country strong.

Name _____

Solving Riddles

Directions: Solve the word riddles.

The answers will begin with quad, bi, uni, semi, or centi.

I am a four-sided figure.

I have four corners and four angles _____

We are four children.

WE were born at the same time. _____

Besides English, I am learning another language.

I can speak two languages. _____

I have handlebars.

I am a two-wheeled vehicle. _____

I am an animal with four legs.

I am a fictitious horse found in storybooks. _____

I occur when two or more things come together.

I am formed by a number of people at a workplace to preserve my rights. _____

The alarm went off, but I think I'm still dreaming.

I am partly awake. _____

I am a type of dress wear.

I wore a suit and tie, but not a tuxedo. _____

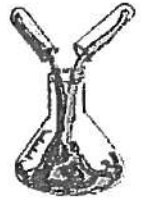
I am an insect that crawls.

I have 100 legs. _____

I am a metric measurement.

Ten millimeters make one of me. _____

Part B:
Combine and Create

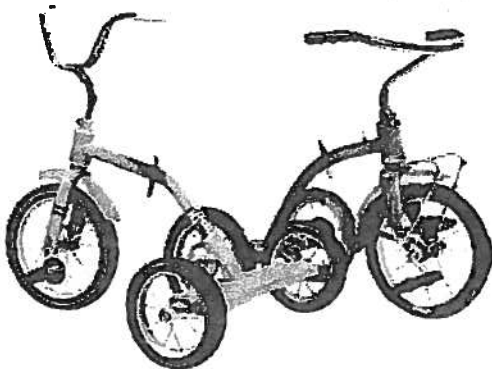


Solving Riddles

Directions: Solve the word riddles. Each answer will begin with *tri-*.

1. I am a two-dimensional figure.
I have three corners or angles and three sides.
I also have three syllables. _____
2. I have pedals.
Young children ride me.
I have three wheels. _____
3. I happen in baseball.
I don't happen very often.
I happen when a team gets three outs on one play.
I am two words. _____
4. I am a stand for a camera.
I have three "feet" or "legs."
I only have two syllables. _____

5. We are three children.
We were born at the same time.



6. My name is Neptune.
I am the Roman god of the sea.
I use a "three-toothed" fork to catch fish.
What do you call this three-pronged spear?

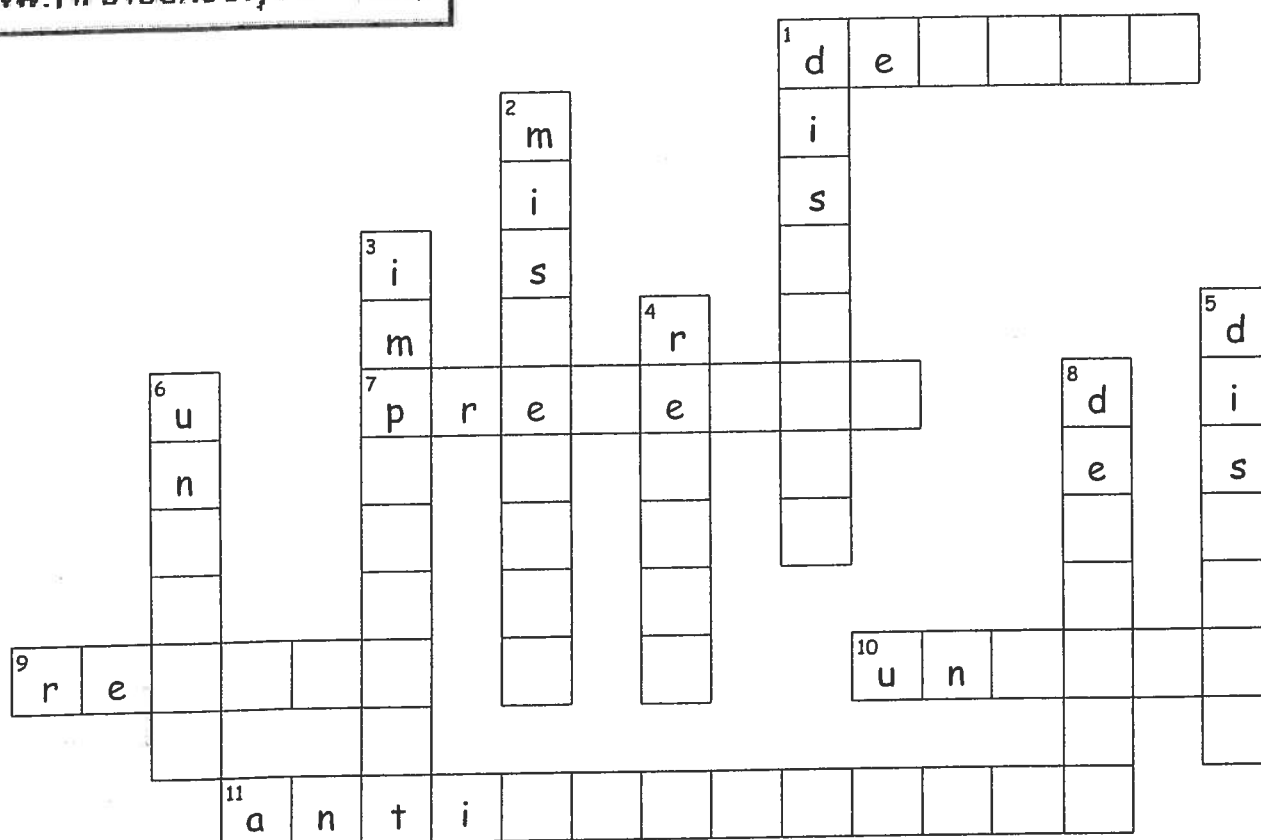


Name: _____

Date: _____

Prefixes Crossword (1) Clues

Solve the clues to complete the crossword.



ACROSS

- To leave or go away.
- To stop something from rotting.
- To make something less or smaller.
- To take things out of a box or case.
- The opposite direction to the movement of the hands of a clock.

DOWN

- To find something or find something out.
- To do something that you shouldn't do.
- Not able to wait for things without complaining about waiting.
- To take something away.
- To not get on with somebody.
- In a mess.
- To let the air out of a balloon or tyre.

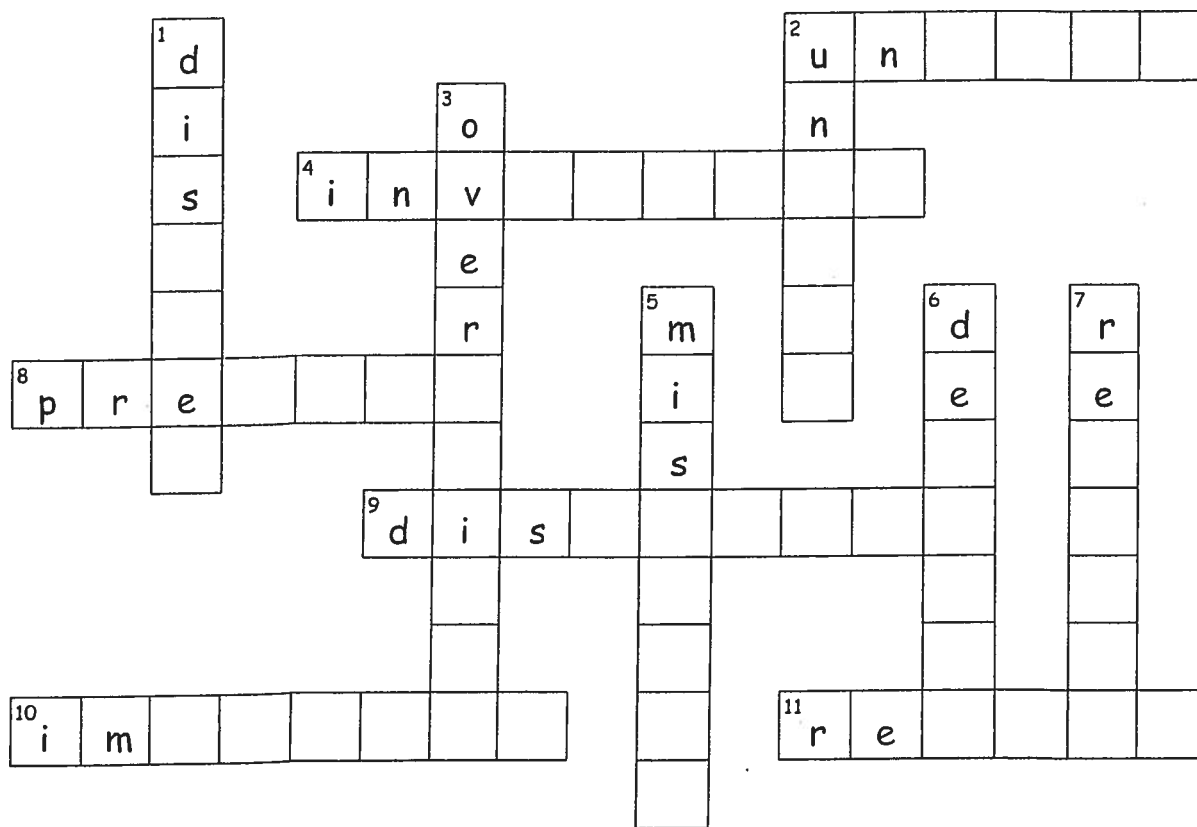


Name: _____

Date: _____

Prefixes Crossword (2) Clues

Solve the clues to complete the crossword.



ACROSS

2. Different.
4. Something that you can't see.
8. A clip of a film shown before the film comes out.
9. To vanish.
10. Cheeky or rude.
11. To come back.

DOWN

1. To not do what somebody has told you.
2. Done with a key.
3. Too heavy or fat.
5. To lose something.
6. Done to some frozen foods before they can be eaten.
7. To get better after an injury or illness.

Word Cards for the Game of "War"

antibody	antisocial	prehistoric	predict	prescribe
resolve	reclaim	rephrase	reunion	precaution

subterranean	submerge	tripod	bisect	triology
disengage	disagree	disapprove	impolite	impossible

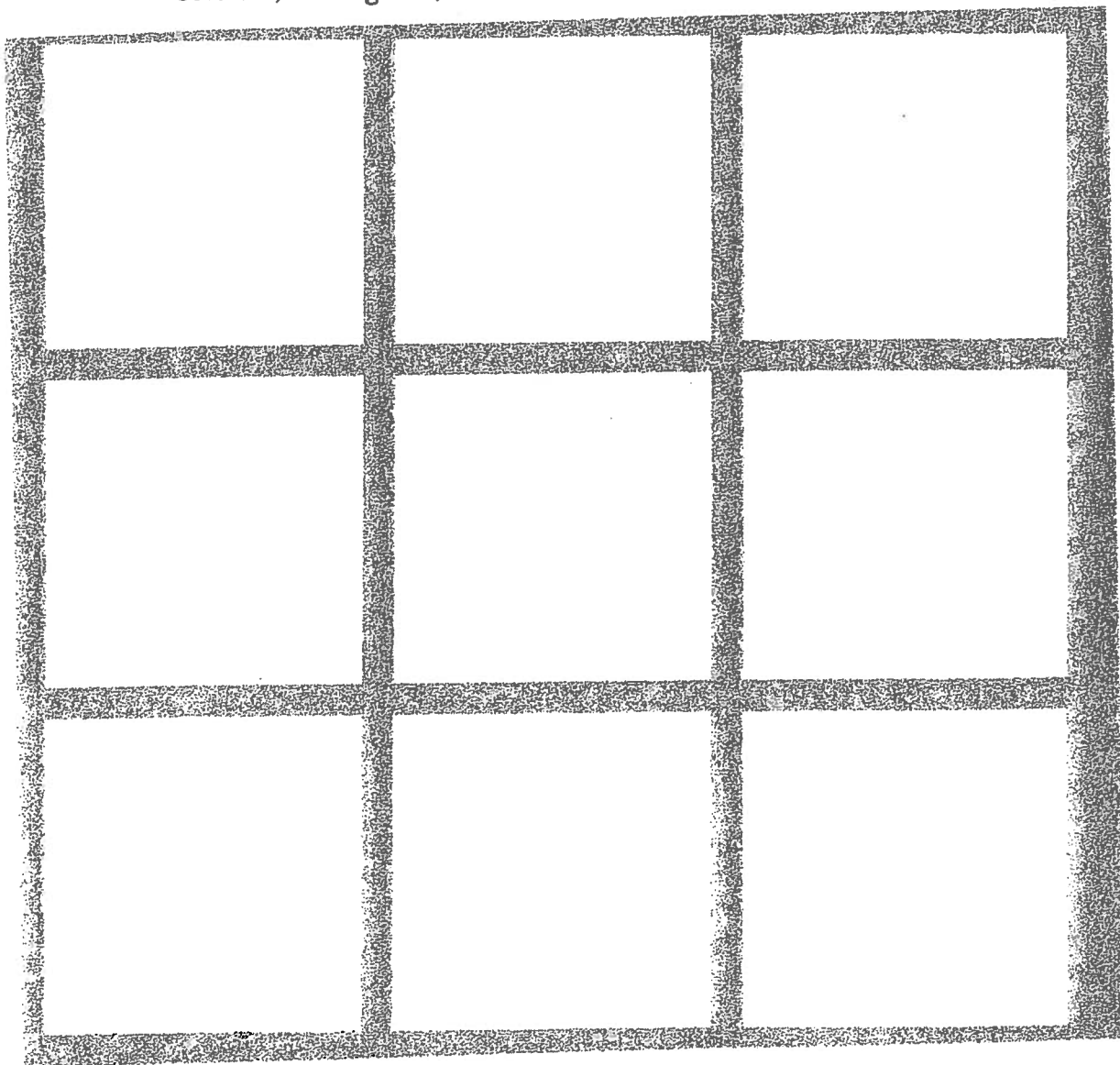
semicircle	rearrange	centipede	undeclare	noncommittal
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prequel	intermingle	intersect	quadruple	misinterpret
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Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get three words in a row, column, or diagonal, call out, "Wordo!"



Name _____

Vocabulary

VOCABULARY BINGO

Your teacher will read a list of 24 words and their definitions. Write the words in any square below, in any order. Write only one word in each square. To play, cover the correct word on your Bingo Words card when your teacher reads the definition for that word.

W	O	R	D	S
		F R E E		